

Peer Network Orientation Checklist

Date: _____ Location: _____ Facilitator: _____

Students attending: _____

Address the following topics with students during the meeting. Support the student with a disability as needed, highlighting common interests and communication preferences.

Completed	Topic/Activity
<input type="checkbox"/>	<i>Introductions and background:</i> Have students introduce themselves, share their strengths and interests, and participate in a fun introductory activity as desired.
<input type="checkbox"/>	<i>Discuss goals:</i> Share the overall goals of social group (e.g., to get to know each other and to connect throughout the school day) and the role of the facilitator.
<input type="checkbox"/>	<i>Address any support and communication strategies:</i> Explain and model any strategies effective for conversing and/or working with the student with a disability.
<input type="checkbox"/>	<i>Address confidentiality:</i> Discuss the importance of maintaining privacy and using respectful language.
<input type="checkbox"/>	<i>Other expectations:</i> Review any other expectations related to the network.
<input type="checkbox"/>	<i>Schedule social contacts:</i> Review class schedules to find natural opportunities for students to connect and identify ways to purposefully seek each other out.
<input type="checkbox"/>	<i>Schedule regular meeting:</i> Schedule a time and place that works for the peer partners, the student with a disability, and the facilitator.
<input type="checkbox"/>	<i>Discussion and questions:</i> Discuss what students are excited about, any concerns, questions, and what they hope to gain from this experience.

Reflections on the orientation meeting:



Kentucky Peer Support Network Project 2015

*Created from Dr. Erik Carter's Pilot Site Training for the Kentucky Peer Support Network Project (2014), and Carter, E. W., Asmus, J., Moss, C. K., Cooney, M., Weir, K., Vincent, L., & ... Fesperman, E. (2013). Peer Network Strategies to Foster Social Connections Among Adolescents With and Without Severe Disabilities. *Teaching Exceptional Children*, 46(2), 51-59.